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THE UNIQUE CONTRIBUTION OF AUDIO-VISUAL INSTRUCTIONAL MATERIALS TO THE CURRICULUM[1]

STEPHEN M. COREY, Professor of Educational Psychology, University of Chicago

I have rather recently reached the conviction that it is ineffectual to urge teachers to use more audio-visual materials. We—you and I and others like us—spend hours at this type of exhortation. We ask teachers to make more extensive use of flat pictures, slide films, motion pictures, maps, globes, models, records, and realia of all sorts. At educational conventions, conferences, and workshops someone seems always to be on his feet pleading with teachers to do something different from what they are doing. I recently heard teachers advised that they should use at least two motion picture films per week in every class. This recommendation was directed at a large, heterogeneous group of teachers, and the implication was that, irrespective of what was being taught, no teacher should have real pride in her work unless she used two motion picture films a week.

Getting teachers to use a greater variety of instructional materials by pleading with them or scolding them is ineffectual for three reasons. First, it confuses means and ends. All instructional materials are means to an end, and it is the end, pupil learning, that is all important. Any general claim that all teachers should spend a certain amount of class time using films, or pictures, or transcriptions, or recordings misses the point. The kinds of instructional materials to be used depend upon what the teacher is trying to teach.

The second reason for the ineffectiveness of urging teachers to increase their use of audio-visual instructional material is that this sort of preachment puts us in an indefensible position. We are pretending to know entirely too much about the business of other people. This is a problem that thoughtful directors of audio-visual programs have expressed concern about many times. They frequently find themselves implying that they know all about the entire curriculum as well as all about the best instructional materials that this curriculum requires. This claim is absurd, of course, but the impression is given because of the way certain—and I am sure it is a minority—dominating and directive "audio-visual experts" behave. These individuals are quite apt to be those who want a great deal of authority. They strive constantly for administrative status that will enable them to give orders that will be obeyed.

[1] Address delivered at the State Conference of the California Audio-Visual Education Association, November 14, 1947, Sacramento, California.

The third—and a pragmatist would put this first—reason for my discouragement at exhortation as a method of improving classroom use of instructional materials is that very few people are changed under any circumstances by exhortation. Those who are pled with listen to us, if they must, take a deep breath when we are through, and go back doing very much as they were doing. The realist could expect little else. Using audio-visual materials frequently and wisely requires much more on the part of the teacher than the vague feeling that she ought to do what someone tells her to do.

In contrast to exhortation or administrative directive as a method of increasing teacher use of audio-visual instructional materials, is the method of conference or consultation. This involves having the instructional materials expert work *with* teachers, not *on* teachers. He helps them to do better the task they are already working on. There is one thing all of us school people—teachers, administrators, supervisors, curriculum directors, and directors of audio-visual programs—have in common. This is our desire to develop better schools for children—to improve instruction to the end that boys and girls will learn more important lessons in less time.

There is every reason to believe that classroom teachers are just as interested as we are in the improvement of instruction. Administrators are as interested as we are, and so are supervisors, and curriculum co-ordinators. We all stand together on this ground. And we audio-visual specialists have as much to learn from others as they have to learn from us. What teachers, administrators, and curriculum co-ordinators can teach us will help us just as much in our work as what we can teach these people will help them.

I want to spend the rest of my time taking a look at this big job in which we all are interested, namely, the job of improving instruction. What is its nature? In what ways is the job of teaching made different because of audio-visual instructional materials? Those of us who spend most of our time thinking about these materials sometimes get so wrapped up in our films that we seem to forget what we are up to.

The big job we are all working on involves getting answers to four basic educational questions, and then putting the answers to work. The final word, of course, is never in, but the effort to get the final word is continuous and exhausting.

The first of these questions goes like this: "In what ways do we want boys and girls to be different after we have taught them?" Kindergarten teachers want the five-year-old girl to look at a hen and say "hen," instead of "birdie," or "what is that?" The sixth grade teacher wants the child to write r-e-c-e-i-v-e when the word is dictated, and not write r-e-c-e-e-v-e or r-e-c-i-e-v-e. The eighth grade shop teacher wants the

thirteen-year-old boy to put away his tools and clean up his mess, rather than to leave everything strewn about the workbench as he did at first. A twelfth-grade social science teacher may want a seventeen-year-old upper middle-class girl to enter the school library and take any vacant seat gracefully and comfortably and naturally regardless of the color of the skin of the high school pupil in the next seat.

As we try to decide what boys and girls should learn, what the aims of our instruction should be, we make one tragic mistake. This mistake is in a real sense a result of the way we think about instructional materials. I refer to our common and unrealistic readiness to assume that boys and girls have learned important lessons, have changed in important ways, merely because they have learned to react to words differently.

There is no need to stress before this group the effect upon education, at all levels, of our tendency to mistake what seems to be verbal facility for genuine learning. I make this criticism without the least fear of being misunderstood. It implies, of course, no failure to appreciate the tremendous significance of words. We simply could not get along together even as well as we do, were it not for the fact that we can communicate symbolically or verbally. I do not agree with Swift that man would be much better off if all of his verbal communication were to result from chiselling words in granite. This is going too far.

Verbal communication, however, and by that I mean verbal communication that actually communicates, is possible only to the extent that the words employed stand for common meanings. And words do represent common meanings only if they are rooted in common, first-hand perceptual experiences. For boys and girls to have these experiences requires that all of us use more non-exclusively verbal instructional materials that are not exclusively verbal.

It has been only recently that I have appreciated the tremendous influence of a teacher's ideas about instructional materials upon her notion about what she can teach. Within the past year or so I have asked teachers many questions and have observed a large number of teachers at work. Almost inevitably the teacher who thinks in terms of verbal instructional material will have limited ideas as to what she ought to teach or can teach. Conversely, those teachers who have become accustomed to using a variety of instructional materials—books, pictures, pamphlets, globes, mimeographed materials, charts, maps, motion pictures, transcriptions—almost inevitably try to bring about many kinds of learning in their pupils.

When such teachers are asked what they are trying to accomplish, they do not describe only those outcomes that result from reading, talking, listening, and speaking. Word mastery is one of their objectives, of

course, but other types of learning are stressed as well—changes in attitudes, habits, and total personality organization.

If you find it a bit hard to believe that there is this difference between these two groups of teachers, you should try the same thing that I have tried. First, ask teachers with whom you are acquainted about the kinds of instructional materials they use habitually. Then ask them what they are trying to teach. You will learn the same thing that I have learned. A variety of teaching materials means a variety of learning outcomes.

Both common observation and numerous research studies have indicated that whenever a variety of instructional materials is used, boys and girls tend to remember longer what they have learned. In this connection, Edgar Dale, of Ohio State University, gave me an idea several years ago that has resulted in a number of interesting experiences. I make it a point to ask school children and college and university students to describe those school experiences they now remember with the greatest vividness.

If you have not tried this you must. The results especially for people who are interested in extending the variety of instructional materials used, are most satisfying. By far the great majority of pupils and students recall most vividly those school experiences that were concrete and realistic and lifelike and tangible, and did not involve exclusive experience with words. When one realizes the very small percentage of school experiences that are audio-visual in this sense, the fact that they tend to be the ones recalled most vividly by the great majority of children, is all the more significant.

After we teachers have made up our minds what boys and girls should learn, we face the second major instructional problem: what can be done to be certain, or reasonably certain, that our pupils also want to learn these lessons? This refers, of course, to motivation. Unless children, too, value and want to work and achieve the instructional objectives, surprisingly little happens. We teachers find ourselves more and more frequently resorting to all sorts of extrinsic motivating devices to accomplish purposes *we* deem important but which are of little consequence to our pupils. We threaten and cajole and coerce boys and girls with grades, with eligibility requirements, punishment, graduation ceremonies and honor rolls, and gold stars, and celluloid buttons. Our pupils develop many types of bad habits and unwholesome attitudes as they strive to win the awards or avoid the punishments without learning their lessons, without working toward the instructional objectives the teacher believes important.

The following statement, presumably made by a seventh-grade boy, in which he describes his disillusionment with school, emphasizes the point I have in mind.

The Poor Scholar's Soliloquy [1]

No, I'm not very good in school. This is my second year in the seventh grade, and I'm bigger and taller than the other kids. They like me alright, though, even if I don't say much in the classroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my room at home—books like *Popular Science Mechanical Encyclopedia,* and the Sears' and Ward's catalogues—but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether, and I never did get them straight.

I'm not too sorry though, because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over, but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tear a big truck Diesel down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about 200 miles, and we brought almost 10 tons of stock to the Chicago market.

He had told me where we were going, and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south, or southeast, or some other direction. We made seven stops, and drove over 500 miles round trip. I'm figuring now what his oil cost, and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said, all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

> "If a 57-foot telephone pole falls across a cement highway so that 17 3/6 feet extend from one side and 14 9/17 feet from the other, how wide is the highway?"

[1] This "Soliloquy" first appeared in *Childhood Education,* XX (January, 1944), 219-220.

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him ten dollars.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week, because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe, and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I am fifteen, and I am sort of anxious to because there are a lot of things I want to learn how to do, and as my uncle says, I'm not getting any younger.

Now this lad is really not much different from other children. He learned most when he was working on problems that were real and significant to him. We teachers often expect boys and girls to spend their times working enthusiastically on assignments that we believe to be important, and frequently we are the only ones in the classroom holding this belief. The results of such teaching are discouraging. We find that about three-quarters of our energy is required just to police the classroom.

So far I have discussed two of the problems that we teachers face constantly: what kinds of changes are we trying to bring about in boys and girls and how can we lead *them* to work to change as we think they should. The third instructional question that must be answered is one that interests you and me greatly. The question goes: "What should these boys and girls *do* in order that they will learn what we are trying to teach them?"

The possible variety of learning experiences that the teacher can provide in order that her pupils will learn exceeds the imagination of most of us. The pupils may be asked: (1) to read a book, (2) to listen to the teacher talk (if this is done in college, the talk is called a lecture), (3) to follow the directions in a laboratory manual, (4) to recite in class, (5) to listen carefully to the recitation of others, (6) to write essays or term papers, (7) to listen to the radio, (8) to study a motion picture, (9) to have an interview, (10) to manipulate some model or mock-up, (11) to look at still pictures, (12) to take a trip to a slum area, (13) to spend a summer working in a factory, (14) to study a statue, (15) to do several of these things simultaneously or seriatim.

There are two observations I should like to make about these various types of learning experiences. First, as I said a moment ago, they are means to ends. Reading a textbook is a means to developing, let us say, better understanding of a problem. The latter is the important thing. The text is purely instrumental. Presumably, if better means could be devised to result in the desired understanding, these better means would be employed.

My second observation is that the learning experiences boys and girls have in school are very largely determined—in many cases completely determined—by the instructional materials that are used by the teacher. These materials define the learning because they define what the boys and girls *do*. Whatever the boys and girls *do*, and are rewarded for, they learn.

I should like to develop this point a bit more completely. There are several ways of finding out what a school curriculum is like. One way is to ask for a copy of the course of study. This, however, may be a poor description of the real curriculum, because the real curriculum is the experiences that the children are having. Another question that might be asked would be to say to the teacher, "What are you trying to teach?" Frequently this helps little, because as everyone knows, the relationship may not be too close between what a teacher says she is trying to teach, and what the youngsters are learning. A third type of inquiry which I have found exceedingly fruitful is to watch what the boys and girls are doing. If we watch what they are doing, we are most apt to find out what they are learning. Boys and girls or teachers, or all others for that matter, learn what they practice.

This means that if junior high school boys and girls studying civics spend all of their time talking about democracy, and reading about democracy, and listening to the teacher talk about democracy, and they are rewarded for these activities, they are learning better how to talk about democracy, how to read about democracy, and how to listen to the teacher talk about democracy.

Now if this is what we mean to accomplish when we teach "democracy" in the junior high school, all is well. But I have never met a teacher who admitted that all she was trying to teach boys and girls was to speak and to read and to listen to ideas about democracy. Teachers usually say that the purpose of their instruction is to teach boys and girls to *behave* democratically. If that is the purpose of the instruction, then boys and girls must be given opportunities to behave democratically and be rewarded for that behavior. In other words, they have to practice learning what the school claims it is teaching.

This basic principle of learning, that the learner learns what he practices, is to a student of the curriculum what a microscope is to a biologist, or the telescope to an astronomer. It suggests a method of observation that is most useful. I have been in secondary school Latin classes taught by teachers who insisted that they were teaching Caesar in order to have the boys and girls appreciate the life and times of the Romans. All that went on in the class, however, was practice in making literal translations from Caesar's Gallic Wars. The children were learning, therefore, to translate Caesar. That is all they were doing.

You and I, too, have visited science classes where one of the major alleged objectives was that the boys and girls were being taught to think scientifically. Now thinking scientifically takes a lot of realistic practice. Yet the children in these science classes were spending all their time filling blanks in workbooks where the problems were set, the procedures prescribed, and the conclusions inevitable. In such science classes, boys and girls are learning what they are practicing, namely how to fill out workbooks by looking up correct answers in the textbook, or by doing some minor Bunsen burner exercises in the laboratory. They are learning very little about scientific thinking, because they were given almost no practice in the scientific solution of problems. When you follow meticulously the directions of somebody else, you are not learning how to solve problems scientifically on your own. That takes specific practice.

As I said a moment ago, no single aspect of an educational program is more influential in defining what the boys and girls actually do than the instructional materials the teachers employ. If the instructional materials provide a variety of experiences, then the boys and girls are practicing a variety of activities, and learning a variety of lessons.

After we have decided what it is boys and girls should learn, and have tried to motivate their learnings, and after we have exercised our maximum ingenuity devising and selecting instructional materials, we still must find out whether or not our instruction has been successful. This is the general problem of evaluation, with which this conference is particularly concerned. Far too many teachers think of instruction as involving word habits only and, correspondingly, far too many teachers limit their tests to verbal tests. The degree to which all of our school evaluation instruments are dominated by attempts to find out whether or not pupils can remember or recognize words needs no elaboration. We have just started to scratch the surface in our attempts to find out whether or not boys and girls understand and can apply what they have learned. We have done almost nothing to find out whether or not their attitudes have changed.

We frequently overlook the fact that the very materials that are employed to instruct boys and girls are materials which provide unusual opportunities for finding out whether or not they have learned. The teacher who uses motion pictures, and transcriptions, and objects, and specimens, and realia in her attempts to teach, is the teacher who is most apt to employ these same materials in order to find out whether or not boys and girls have learned. Conversely, teachers who use verbal materials exclusively test what they have taught with verbal examinations.

The difference between passing an examination that involves verbal facility alone and passing one that really tests what the teacher is trying to teach was called to my attention not long ago. One of the instructors in a progressive junior high school had talked to the boys and girls for a long time about the importance of taking hygienic precautions before eating fruit purchased in the city from stores or fruit vendors. Ever so much was said about the poisoned spray that was sometimes used on apples, and the need for cleaning the fruit.

All of this instruction eventuated in a long paper and pencil test in which the boys and girls were asked questions requiring them to state what they would do and why. The teaching on this verbal level was quite successful because the median score on the paper and pencil test was 82 percent of the maximum score.

Just three days later this teacher, who wanted to find out if she really had taught anything, brought to the classroom a large basket of fruit, which she said she had bought at the A & P Store. At the end of the class she asked the children to help themselves. They dove in without any indication that they were at all apprehensive about being poisoned. There was a large sink in the corner of the room, but none of these youngsters seemed to notice it. They ate apples and bananas and oranges and plums with enthusiasm. All of these children, in a testing situation that involved only words, indicated that they knew what they ought to do; they did *not* do it, however, in a real-life testing situation where the consequences might have been serious.

Most of us fail to appreciate the extent to which the tests we use determine what boys and girls learn. Even though a teacher may say again and again that she is primarily interested in teaching her pupils to think, if her examinations require that they do no more than recall or recognize facts, the boys and girls are going to learn what they must learn in order to pass the examination.

Evaluation and testing are really quite simple, in theory. To do a respectable job, the teacher must first know rather exactly the kinds of behavior changes she hopes her teaching will bring about. Then she must devise testing situations that will make it possible for boys and girls to

demonstrate whether or not they can behave that way. The teacher who uses only paper and pencil verbal testing situations makes it impossible for boys and girls to demonstrate whether or not they have learned anything other than the ability to manipulate words.

In conclusion, I want to stress my conviction that every single thing the teacher does in the classroom is influenced by her concept of instructional materials. This should not imply that instructional materials are everything, but, schools being what they are, instructional materials just about define what is being learned in most places.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

REORGANIZATION OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

The State Board of Education, meeting in Sacramento on October 6, 1945, approved a reorganization of the State Department of Education, consolidating into six divisions the various functions and services of the Department. The action was taken on recommendation of the late Walter F. Dexter, then Superintendent of Public Instruction.

Five new divisions were established, which have subsequently been named as follows: Division of Departmental Administration; Division of Public School Administration; Division of Instruction; Division of State Colleges and Teacher Education; and Division of Special Schools and Services. The sixth division is one that had been created by law, The Division of Libraries (State Library).

The reorganization was planned following publication of *The Administration, Organization and Financial Support of the Public School System, State of California*, the report prepared under the direction of Dr. George D. Strayer for the State Reconstruction and Re-employment Commission in 1945. In the General Session of the Legislature, 1945, Assembly Constitutional Amendment 18 was passed and was submitted to, and approved by, the electorate on the ballot at the general election in November, 1946, as Proposition 9. This amendment authorized the State Board of Education to appoint, on nomination by the Superintendent of Public Instruction, three associate superintendents of public instruction and one deputy superintendent of public instruction, exempt from civil service, to serve in office for terms of four years from the date of appointment.

The Superintendent of Public Instruction has in addition under existing law the authority to appoint one deputy superintendent of public instruction, who serves at the Superintendent's pleasure.

These provisions make it possible for the Superintendent of Public Instruction and the Board of Education to secure the best available personnel to head the reorganized major divisions of the Department of Education. Assignment of functions and services to the reorganized

divisions of the Department of Education was planned by the Superintendent and a staff committee, with the assistance of the State Department of Finance and the State Personnel Board. The new divisions, with functions comprised by each, are listed in the following paragraphs.

Division of Departmental Administration

Office management; personnel records; department accounting office; office of the legal adviser; office of the assistant to the Superintendent of Public Instruction, Los Angeles; research; information.

This division is under the direct supervision of the Superintendent of Public Instruction with a deputy superintendent assisting.

Division of State Colleges and Teacher Education

Recruitment, training, and placement of teachers; program of in-service training; issuance of credentials; supervision of state colleges; supervision of California State Polytechnic College; supervision of California Maritime Academy; accreditation.

This division is headed by an associate superintendent.

Division of Instruction

Elementary education; secondary education (including junior colleges); adult education; continuation education; vocational educational services including agricultural education, homemaking education, business education, occupational information and guidance, and trade and industrial education; health education, physical education, and recreation; audio-visual education; and special education including education for the hard of hearing, education of physically handicapped and mentally retarded children, correction of speech defects and disorders, and mental hygiene.

This division is headed by an associate superintendent.

Division of Libraries (State Library)

Previously established by law, responsibilities of this division include maintenance of the State Library; law library; government documents; California collection; service to the blind; loan system to schools, through county libraries; interlibrary loan service.

This division is under supervision of the State Librarian, an office filled on appointment by the Governor.

Division of Special Schools and Services

California School for the Deaf, Berkeley, and, on completion of a building program, at Los Angeles; California School for the Blind; centers for the adult blind; the state vocational rehabilitation program;

schools for cerebral-palsied children, in northern and in southern California; and the 24-hour academies for neglected and dependent children, authorized by the Legislature, 1947.

This division is headed by a deputy superintendent appointed directly by the Superintendent of Public Instruction.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

Textbooks and publications; child care centers; Indian education; school lunch programs; child welfare and attendance; school accounts and records; apportionments of school funds; schoolhouse planning; readjustment education for veterans; state educational agency for surplus property.

This division is headed by an associate superintendent.

The following have been appointed to fill the deputy and associate superintendencies:

*AUBREY A. DOUGLASS, *Associate Superintendent in charge of the Division of State Colleges and Teacher Education*

RALPH R. FIELDS, *Associate Superintendent in charge of the Division of Instruction*

GEORGE E. HOGAN, *Deputy Superintendent of Public Instruction* (Division of Departmental Administration)

HERBERT R. STOLZ, M.D., *Deputy Superintendent in charge of Division of Special Schools and Services*

FRANK M. WRIGHT, *Associate Superintendent in charge of Division of Public School Administration*

MABEL R. GILLIS, *State Librarian*, has charge of the Division of Libraries (State Library). She has held this position since her first appointment by Governor C. C. Young in 1930, her present appointment by Governor Earl Warren dating from October 18, 1943.

All civil service personnel in the Department of Education is being retained in the fields in which the individuals concerned are qualified to give most effective service.

The names of the various units and services within the new divisions, and the titles for many of the positions heading these units, have been changed. For the information and convenience of persons corresponding with the department, a complete list of subdivisions and staff members will be printed in an early issue of *California Schools*.

* Serving November 1, 1947, to March 1, 1948, as a member of the staff making the survey of higher education in California required by the 1947 Legislature.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Vocational Education in Action. Prepared by the Vocational Education Staff of the California State Department of Education. Sacramento: California State Department of Education, October, 1947. Pp. 48.

This bulletin describes and pictures typical opportunities and activities to be found in the Vocational Education program in California's public school system. It attempts to show some of the experiences which make real the meaning of vocational education to thousands of youth and adults in the public schools of the state. The booklet deals with two main subjects, "Serving California Youth," and "Meeting Adult Needs." Each subject is developed to show opportunities in training for agriculture, training in business, training in homemaking, and training for trades and industry.

Twenty-seven different schools throughout the state furnished photographs of activities. Cover and artwork in the publication were by students in advertising art classes at San Francisco Junior College.

Vocational Education in Action has been distributed free to superintendents of schools, principals of secondary schools, and to heads of the various sections in the vocational education departments of secondary schools.

Request for additional copies should be made to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14, California.

The Golden State Vocational Observer. Volume III, No. 2, December, 1947. Published at intervals by the California State Department of Education, Sacramento. Pp. 16 (Photo offset).

This 16-page illustrated publication is the third printed issue of the *Golden State Vocational Observer.* It announces forthcoming vocational education meetings, describes progress of vocational education in the various schools, and affords a medium of exchange for co-ordination of the entire vocational education program.

Copies have been distributed free to superintendents of schools and to directors, supervisors, and teachers of vocational education in public secondary schools in California.

Request for additional copies should be addressed to Bureau of Textbooks and Publications, State Department of Education, Sacramento 14, California.

Newsletter Number 37, "State Legal Provisions in California Relating to Health Education, Physical Education, and Recreation." Sacramento: California State Department of Education, Division of Health Education, Physical Education, and Recreation, November, 1947. Pp. 8.

This issue of the *Newsletter* is an up-to-date compilation of the amendments to the Education Code and the Health and Safety Code, and contains changes and additions that have been made in the Rules and Regulations of the State Board of Education.

It is distributed to superintendents of schools, principals of secondary schools, and heads of boys' and girls' physical education departments of secondary schools.

Requests for additional copies may be sent to the Bureau of Textbooks and Publications, California State Department of Education, Sacramento 14.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Serving of Milk in Public Schools

Agricultural Code Section 464, as amended by Chapter 1151 of the Statutes of 1947, is applicable to public schools. The section reads as follows:

> "When served by any school, hospital, hotel, boarding house, restaurant, soda fountain, lunch counter or other place where food or drink is served to the public, market milk shall be served in the individual service bottle or container which has been filled and capped or sealed in a milk room, properly designed and equipped as approved by the director [of the Department of Agriculture] the cap or seal of which shall not be removed except in the presence of the consumer or patron." (AGO 47-224; 10 Ops. Cal. Atty. Gen. 180.)

Status of Employees in District Maintaining Merit System

Education Code Sections 12142 (as added by Chap. 464, Statutes of 1947) and 13051 do not apply to an assistant to the person acting as the supervisor of a service listed in said Section 12142 and such assistant need not possess a credential under the sections. Consequently, such an assistant is not a member of the State Teachers Retirement System. (AGO 47-264; 10 Ops. Cal. Atty. Gen. 213.)

FOR YOUR INFORMATION

ADDITIONS TO CALENDAR OF EDUCATIONAL MEETINGS

During 1947-48 a calendar of state-wide and regional meetings and conferences of an educational nature will be published from time to time in *California Schools*. Notice of the following meetings have been received since the December, 1947, issue went to press:

Date	*Organization*	*Place*
February 28-29, 1948	California Association for Childhood Education	Claremont Hotel, Berkeley
April 17, 1948	Southern California Junior College Association, Spring Meeting	Fullerton Junior College, Fullerton

AMERICAN BROTHERHOOD WEEK, FEBRUARY 22-29, 1948

That it is the business of public and private schools and colleges to teach skills in living with people who are different in national origin, race, religion and all other human variations appears to be accepted by educators with practical unanimity. . . . The observance in 1948 of National Brotherhood Week, under the auspices of the National Conference of Christians and Jews, February 22-29, affords the opportunity of emphasizing the necessity of inter-group education, and of securing public support for it. We should take advantage of it. The wide interest and publicity which this observance stimulates creates a favorable atmosphere in which to stress the educational aspects of the task of making America "safe for democracy." . . .

—George F. Zook, *President, American Council on Education*

We Americans are committed to the cause of world peace. Words will not win world peace. We will not reach it unless we have a strong, united nation here at home. And a strong united nation is an unattainable ideal unless we keep brotherhood as the guiding rule of our daily lives. . . . Intolerance is bound to produce a divided people, a weak nation. We may be sure that we will never achieve a lasting peace on such terms. . . .

—Hon. Robert P. Patterson, *General Chairman of Brotherhood Week, 1948*

The observance of American Brotherhood Week in schools and colleges during the week of Washington's birthday, February 22-29, 1948, will be sponsored by a committee of educators representing various national organizations led by George F. Zook as chairman. Suggestions for organization of community Brotherhood Week committees and for programs are available upon request to Herbert L. Seamans, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Available program aids include scripts for use over local radio stations, public address systems, or at assemblies; school programs, plays and pageants for all grade levels; publicity material, radio announcements, editorial, advertisements; and a report blank for local achievements.

NEGRO HISTORY WEEK, FEBRUARY 8-14, 1948

Negro History Week has been celebrated annually in February since 1926. Its purpose is to stress the contributions of the Negro race to American and world civilization and to combat race prejudice everywhere. The observance is sponsored by The Association for the Study of Negro Life and History, Inc., an organization founded in 1915.

The theme for 1948 will be "The Whole Truth and Nothing But the Whole Truth." Free materials telling of the accomplishments of the Negro race and the true place of the Negro in the history of America are available upon request to the Association for the Study of Negro Life and History, Inc., 1538 Ninth Street, N. W., Washington 1, D. C.

INFORMATION ABOUT SCHOOL PRACTICES IN THE U. S. A.

To answer many requests for up-to-date information about, and especially photographs of, children's school experiences in the United States, the Association for Childhood Education issued in October, 1947, a 24-page booklet, *Modern School Practices in the U. S. A.*

School children from two to twelve years of age are shown studying the world we live in, using modern play equipment, investigating community resources such as the farm, the mill, and the seashore. Activities such as gardening, inventing, painting, cooking, singing, and listening to music are depicted. Pictures instead of words were used because pictures can be understood in any language, and the booklet will be widely distributed abroad. A novel touch is the printing of captions for each group of illustrations in six languages—Arabic, Chinese, French, Russian, Spanish, and English.

Modern School Practices in the U. S. A. is priced at $1.00 per copy, and may be ordered from the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington 6, D. C. Because of the difficulties of foreign exchange, educators in the United States are being invited to "buy one and send one"; that is, to purchase two copies of the booklet, one for themselves and one to send to a teacher in another country. The Association will supply to names of foreign teachers on request.

SCIENCE TALENT SEARCH, 1947-48

The Seventh Annual Science Talent Search being conducted by the Science Clubs of America closed December 26, 1947. Forty contestants—seniors in accredited secondary schools—who show the highest talent in science as judged by a judging committee on the basis of examination, scholastic and personal records, and an essay on a science project will receive invitations to the Science Talent Institute in Washington in

February, 1948, with all expenses paid. Two contestants will be awarded four-year Westinghouse Grand Science Scholarships of $2,400 each ($600 per year). Eight additional contestants attending the institute will receive four-year scholarships of $400 each ($100 per year). Other Westinghouse scholarships totaling $3,000 and also 260 honorable mentions will be awarded at the discretion of the judges.

The sponsors of this contest describe its purpose as follows:

> A critical shortage of scientific talent exists in America today. The discovery and development of scientific ability among boys and girls now in high school is a major need. Real ability for creative research is rare. Opportunity must be provided for those students who show this creativeness. The Science Talent Search is designed to find those with an investigative turn of mind, inquiring attitude, love of fact and the rare gift of scientific research ability. . . . The Science Talent Search is more than a scholarship contest. It is an answer to a challenge to make potential scientific talent available to important tasks. Within a few years, boys and girls now in high school must be ready to take the lead in scientific research.

Three of the forty winners last year were from California. Their essay topics were as follows:

"Mathematical Series and Vanishing Triangles," Phillip Carl Halverson, 17, Alexander Hamilton High School, Los Angeles, California.

"Pothole Erosion in the Yosemite Region," Walter Barclay Kamb, 14, Pasadena Junior College, Pasadena, California.

"A Drilling Fluid Improvement," Cecelia Maud Self, 15, East Bakersfield High School, Bakersfield, California.

Information about the Science Talent Search series can be secured from the Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C.

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